



8

MAPEH

(Health)
Quarter 1



Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this book are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

This module was carefully examined and revised in accordance with the standards prescribed by the DepEd Region 4A and Curriculum and Learning Management Division CALABARZON. All parts and sections of the module are assured not to have violated any rules stated in the Intellectual Property Rights for learning standards.

The Editors

Health

Grade 8

Regional Office Management and Development Team: Job S. Zape, Jr.,
Leonardo C. Cargullo, Romyr L. Lazo, Fe M. Ong-Ongowan, Lhovie A. Cauilan,
Ephraim L. Gibas

Schools Division Office Development Team: : Annie Vidallon

Health Grade 8

PIVOT IV-A Learner's Material

Quarter 1

PIVOT 4A CALABARZON

Guide in Using PIVOT Learner's Material

For the Parents/Guardian

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how materials and activities are used in the new normal. It is designed to provide the information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) for **MAPEH** as prescribed by the Department of Education.

Further, this learning resource hopes to engage the learners in guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

You are expected to assist the child in the tasks and ensure the learner's mastery of the subject matter. Be reminded that **learners have to answer all the activities in their own notebook.**

For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to complex. You are expected to **answer all activities on separate sheets of paper** and submit the outputs to your respective teachers on the time and date agreed upon.

PARTS OF PIVOT LEARNER'S MATERIAL

	Parts of the LM	Description
Introduction	What I need to know	The teacher utilizes appropriate strategies in presenting the MELC and desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples. This allows teachers to maximize learners awareness of their own knowledge as regards content and skills required for the lesson.
	What is new	
Development	What I know	The teacher presents activities, tasks , contents of value and interest to the learners. This shall expose the learners on what he/she knew, what he /she does not know and what she/he wanted to know and learn. Most of the activities and tasks must simply and directly revolved around the concepts to develop and master the skills or the MELC.
	What is in	
	What is it	
Engagement	What is more	The teacher allows the learners to be engaged in various tasks and opportunities in building their KSA's to meaningfully connect their learnings after doing the tasks in the D. This part exposes the learner to real life situations /tasks that shall ignite his/ her interests to meet the expectation, make their performance satisfactory or produce a product or performance which lead him/ her to understand fully the skills and concepts .
	What I can do	
	What else I can do	
Assimilation	What I have learned	The teacher brings the learners to a process where they shall demonstrate ideas, interpretation, mindset or values and create pieces of information that will form part of their knowledge in reflecting, relating or using it effectively in any situation or context. This part encourages learners in creating conceptual structures giving them the avenue to integrate new and old learnings.
	What I can achieve	

Gender and Human Sexuality

I

Lesson

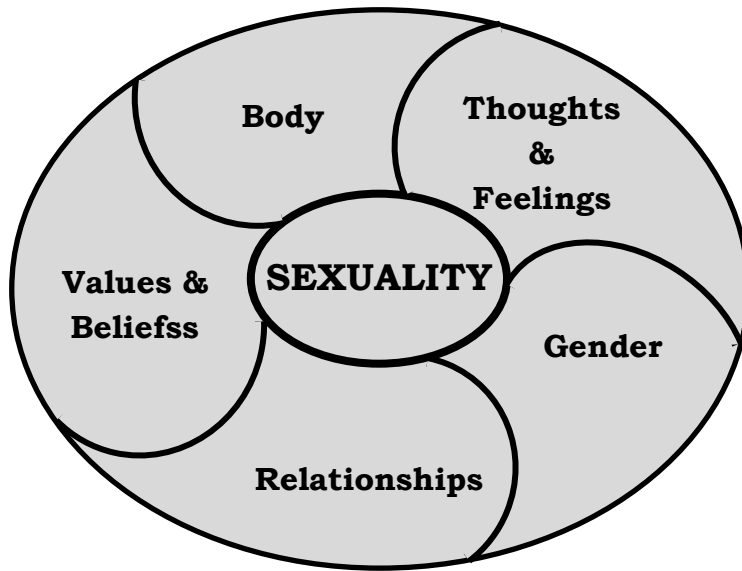
As you continue to grow and develop, it is important that you have basic information and concepts about gender and sexuality. Your gender and sexuality reflects the basic components of one's personality.

This lesson will help you understand the gender and human sexuality, specifically important concepts that constitute gender and human sexuality. You will also learn the different dimension of human sexuality.

At the end of this lesson, you should be able to discuss the importance of sexuality as components of one's personality, discuss important concepts related to gender and human sexuality and explain the dimension of human sexuality.

Learning Task 1: Choose the words from the wheel of sexuality. Explain what you want to learn about them.

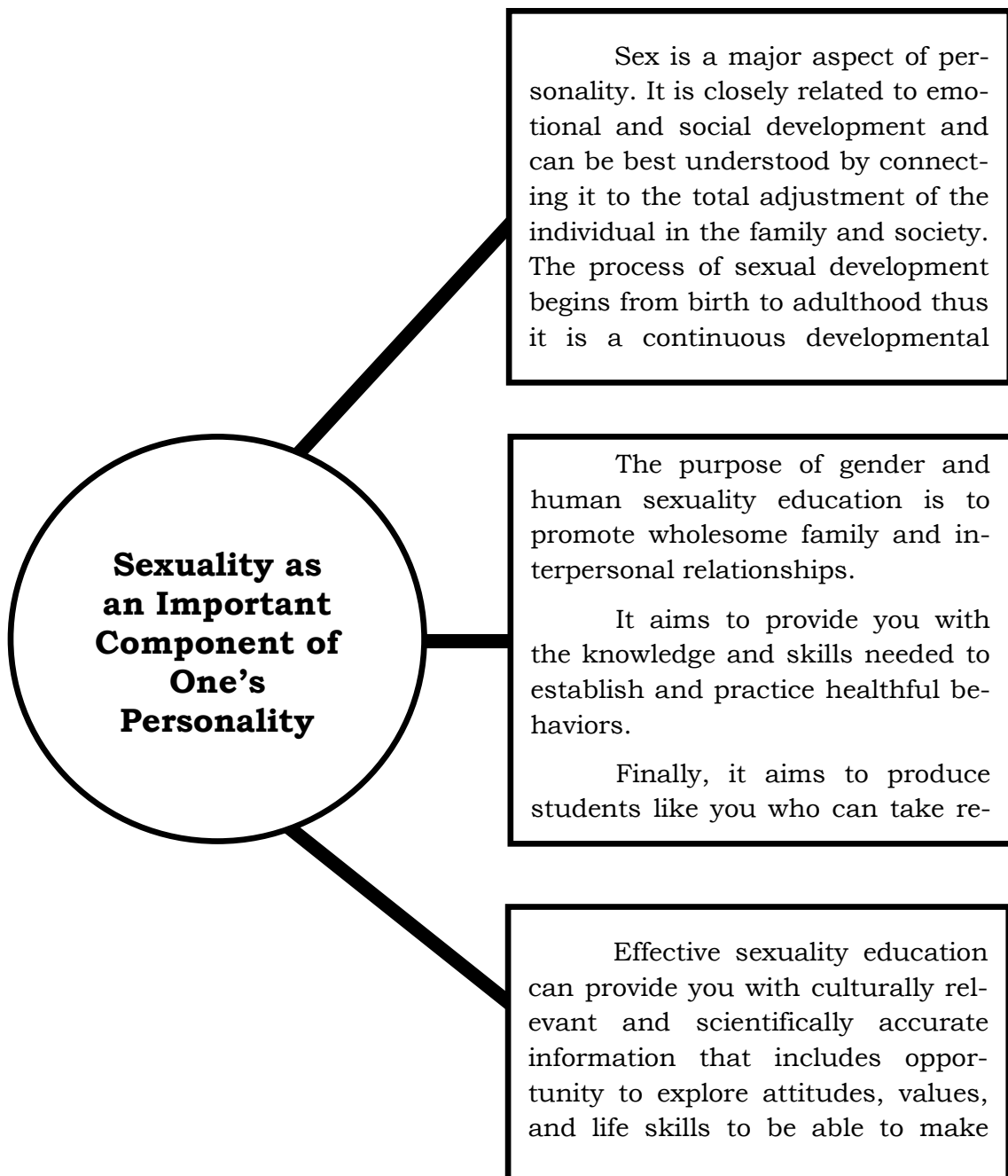
SEXUALITY WHEEL



KEY WORDS	What Do You Want to Know?
1. _____	1. _____ 2. _____ 3. _____
2. _____	1. _____ 2. _____ 3. _____
3. _____	1. _____ 2. _____ 3. _____

D

Sexuality is a natural and healthy part of life. It is everything about being a male or female. It's the most important aspect is masculine or feminine identification. Sexuality involves the name given at birth, the toys played with, the clothes worn, the friends played with, the roles and responsibilities at home, and it provides a sense of self – worth when sexual understanding is positive.



GENDER AND HUMAN SEXUALITY

Gender is a social concept on how men and women should think, feel, and act. It refers to femininity or masculinity of a persons' role and behavior as defined by society.

Human Sexuality is the quality of being male or female. It is the way in which we experience and express ourselves as sexual beings.

Gender and sexuality are two issues that affect your life as a teenager. These two concepts have some of the greatest impact on how you view yourself and deal with other people especially with the opposite sex. Sexual feelings are normal and healthy. As a teen, you will experience a heightened desire to explore your sexuality. This is completely normal and healthy. Just keep in mind that sexuality encompasses our whole being. Managing sexuality-related issues should be founded on values particularly self-respect and respect for others.

Gender Role is often an outward expression of gender identity. It is manifested within society by observable factors such as behavior and appearance. Your gender role demonstrates the typical characteristics of a person in his or her behavior.

Importance of Human Sexuality

- giving and receiving love is a human need.
- it will help you appreciate your sexual identity.
- you should respect your own and another person's body.
- you will experience bodily changes and you need to learn how to properly manage these changes.
- it will help you appreciate how life began.
- you have the right to be informed on how to be disease-free and to live a healthy lifestyle.

Learning Task 2: Read the following statements. Analyze the following sentences and tell your personal stand on each item. Write a short explanation why you agree or disagree with it.

Teaching is a job for women.

Agree or Disagree. Why?: _____

Men have no right to cry in public.

Agree or Disagree. Why?: _____

Both men and women can be police officers.

Agree or Disagree. Why?: _____

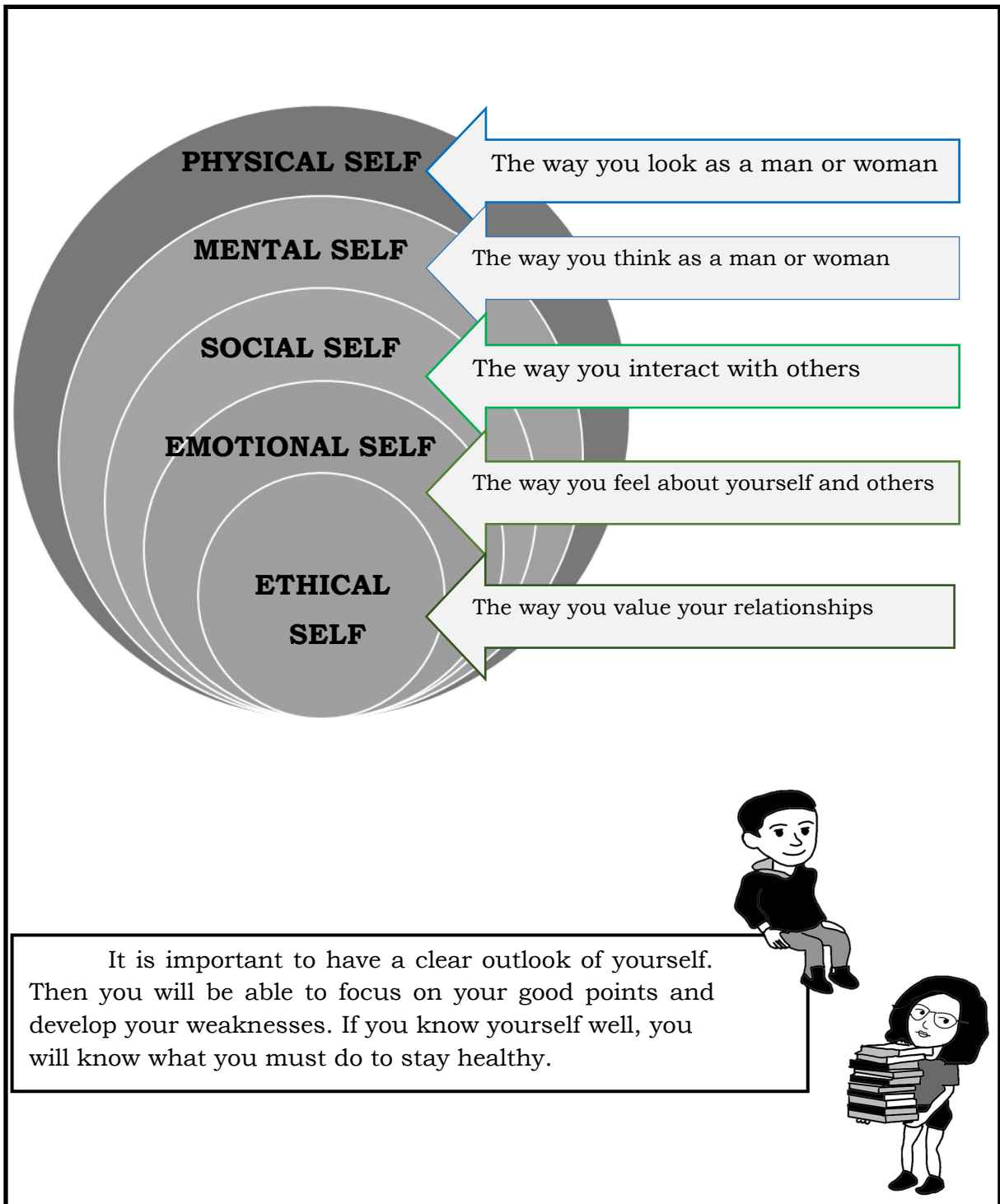
It is the responsibility of both parents to take care of their children.

Agree or Disagree. Why?: _____

Both the father and the mother should share in meeting the financial needs of the family.

Dimension of Human Sexuality


SEXUALITY REFERS TO YOUR TOTAL SELF





Learning Task 3: On the chart below, describe yourself. Look at the words in each box as your guide.

Positive	Negative
How Others Think of You	How Others Think of You
Behaviors and Attitudes	Behaviors and Attitudes
Describe Yourself: physical, mental, social, emotional and ethical	Describe Yourself: physical, mental, social, emotional and ethical



Attitudes and Practices Related to Sexuality and Sexual Behaviors

I

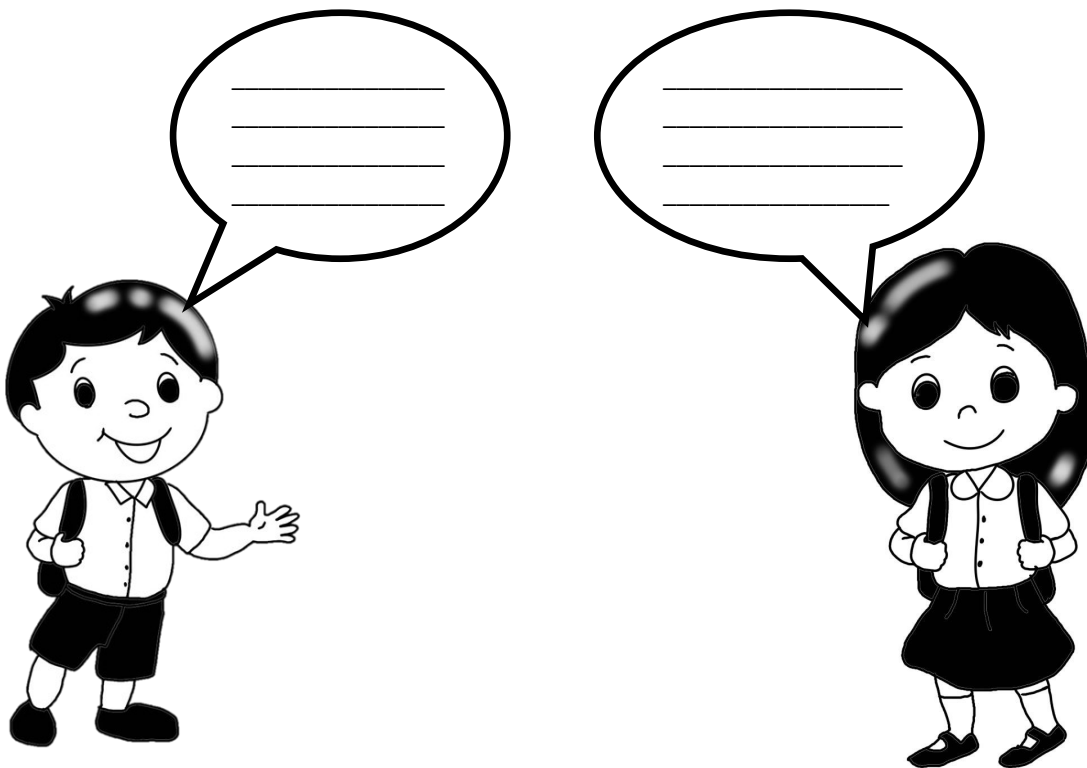
Lesson

As you become more aware of yourself and your sexuality, your action and behaviors also change as you relate with other person and how you look at your self as an individual person.

This lesson will provide basic concepts on various factors that affect your attitudes and practices related to your sexuality. Through this lesson you can understand better yourself as an individual person.

At the end of this lesson, you should be able to identify attitudes and practices related to sexuality, analyze the factors that affect one’s attitudes and practices related to sexuality, apply some practices related to sexuality in dealing with others.

When asked how he/she feels about himself/herself.

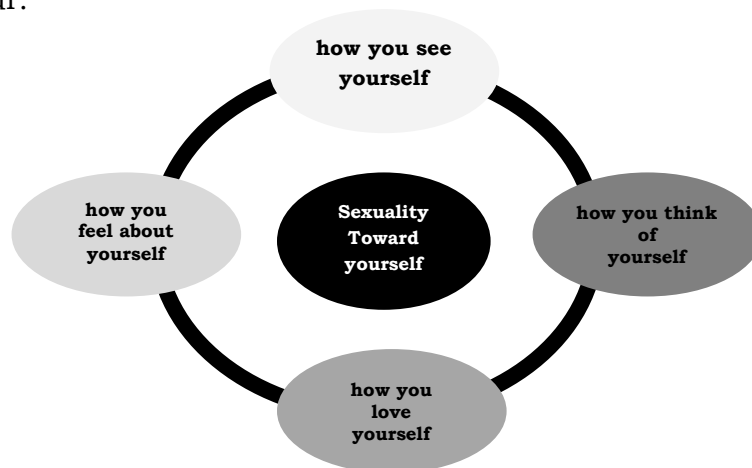


D

Your sexuality is a natural drive that's with you from birth, but your family, your culture, your religious background, the media, and your peers shape your attitudes toward sexual health.

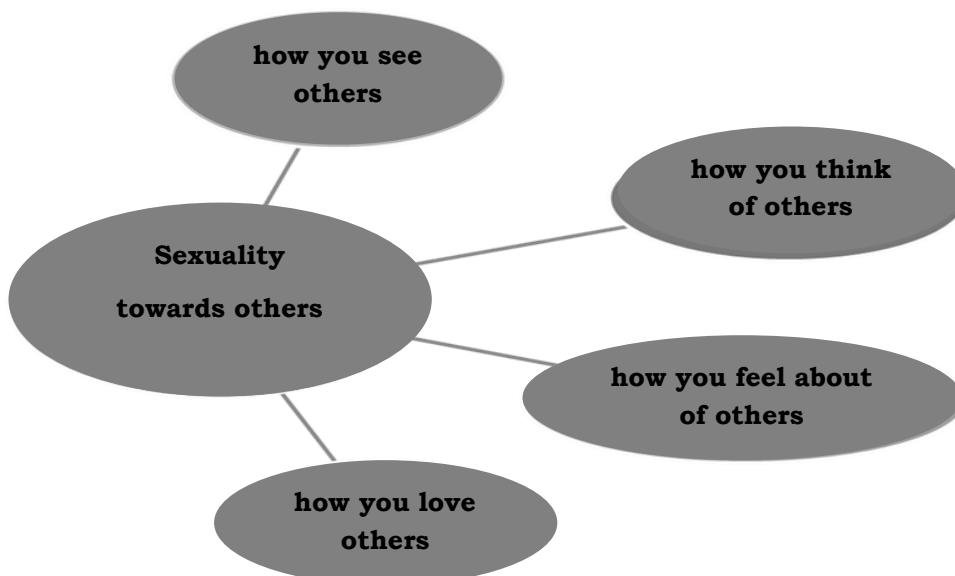
Sexuality refers to your attitudes and behavior **toward yourself**

Sexuality means you have to be aware of yourself better. As you grow older, you will experience a range of social, emotional, and physical changes. As these occur, you need an intensive knowledge on how to deal with your attitudes and behaviour.



Sexuality can be best understood through the help of the people around you. The way you see yourself is influenced by many people. It is important to maintain good relationships with others. They will support you and give you confidence, provide companionship and will keep you from being lonely.

Sexuality refers to your perceptions, feelings, and behaviours **towards others**



Four Factors Affecting Sexual Attitudes and Behaviors

FAMILY

As a child you probably spent most of your time with family members. They were your primary source of information about the world, relationships, and yourself. During this time, your parents and family are likely the most important person in your life. Sexual attitudes, like many other attitudes, beliefs and behavior you develop, may begin their roots in expectations and exposures from an early age. According to study, higher levels of physical affection, positive attitudes, maternal connectedness, sharing mealtimes, participating in shared activities, and good relationship between parents and their adolescent children has shown to be a factor in the development of healthy sexual attitudes and behaviors in adolescents. Moreover, closeness, parental supervision and parental values regarding healthy sexuality prevent unnecessary sexual setback from children.

PEERS

As an adolescent, you may begin to spend more time with peers/friends and classmates in your own age group. In addition, as your thinking skills further develop during this period of change and growth, you become more capable of comparing and contrasting differing points of view. As a result, friends' values and beliefs may influence you as much and sometimes more than your parents' values and beliefs.

CULTURE

Culture is shared patterns of behavior, interactions, cognitive contracts and understandings that are learned through socialization. Culture can also be defined as a collection of learned and easily identified beliefs and practices shared by groups of people, which guides their decisions, thinking and actions in a patterned way. Culture is a set of customs, traditions and values of a society or community such as ethnic group or nation. Culture also includes religion, cuisine, social habits, beliefs, music and the arts. Every culture has its own set of norms dictating sexuality and sexual health. Some promotes circumcision, marriage before sex, and virginity whereas others believed in polygamous relationships, homosexuality, abortion, pre-marital sex, divorce and others.

MEDIA

It has long been recognized that traditional media (tv, film, music, magazines) and newer media (internet, cellphone, social media sites) help shape public attitudes on many topics – especially sexuality, gender roles and sexual behaviors. The portrayal of sexuality encountered in the media usually does not provide realistic depictions. Television shows are usually filled with sexual activity and double-meaning comments. Music industry has countless sexual video images and sexual content. Next time you are in the bookstore or bookstand, numerous magazine covers related to sexuality. Advertisement also use sexual themes to sell their products. You are told that if you buy the right soap, make up, products you will look sexier and beautiful.

Learning Task 2 : Guided by what you have learned from the previous page, answer the following questions:

1. What aspects of your life are most influenced by your family?

2. What aspects of your life are most influenced by your culture?

3. What aspects of your life are most influenced by your peer-friends?

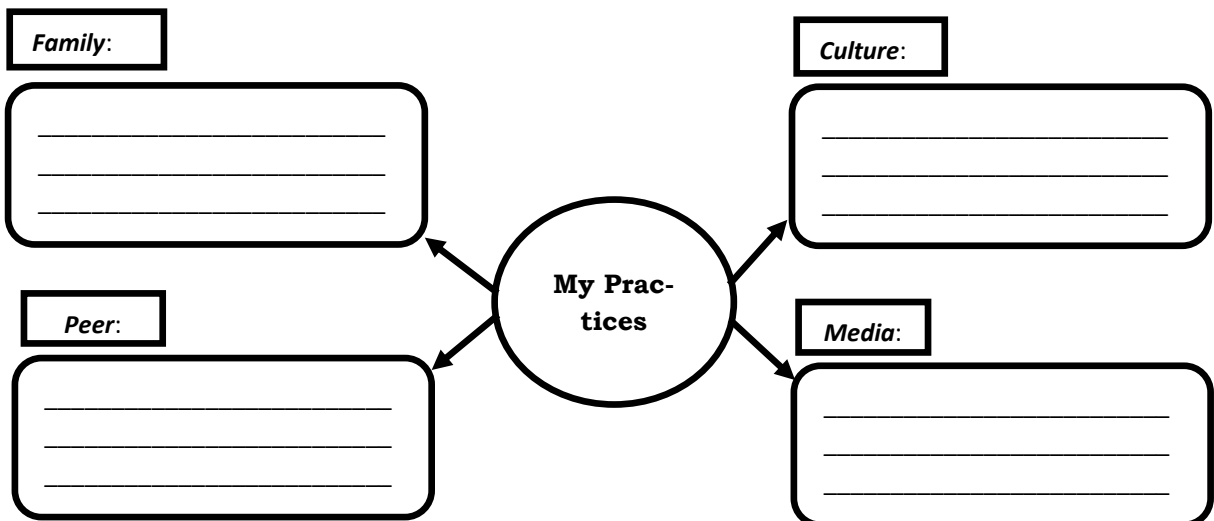
4. What aspects of your life are most influenced by media and technology?

5. What aspects of your life influenced by the different factors overlaps with one another?

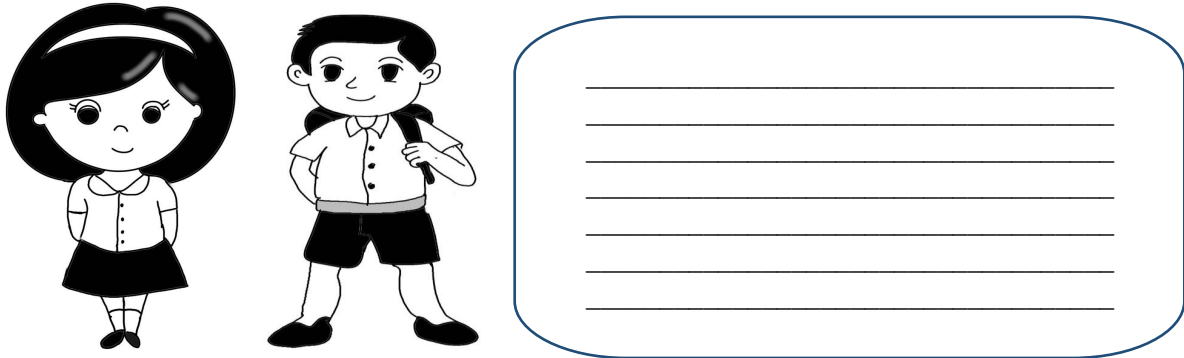
6. Are there aspects of your life which you wish were not influenced by anyone?



Learning Task 3: Write the *practices* related to sexual behavior you have acquired or adopted from your family, peers, culture and media.



Learning Task 3: Knowing now the basic information and concepts of sexuality as related to yourself, how would you relate to other people specially with the opposite sex. Write your answer in the box.



Learning Task 4: Read each statement carefully. Write **T** if the statement is correct, and write **F** if the statement is incorrect.

- _____ 1. Sexuality has nothing to do with your physical changes.
- _____ 2. Sexuality refers to your attitude and behavior towards yourself.
- _____ 3. Your peer group affects the way you understand your sexuality as a person.
- _____ 4. Behaviors of other people does not affect your attitude and behavior towards yourself.
- _____ 5. Friends' values and beliefs may influence you as much and some times more than your parents' values and beliefs.
- _____ 6. The portrayal of sexuality encountered in the media usually does not provide realistic depictions.
- _____ 7. You are told that if you buy the right soap, make up, products you will look sexier and beautiful.
- _____ 8. Culture is a set of customs, traditions and values of a society or community such as ethnic group or nation.
- _____ 9. Closeness, parental supervision and parental values regarding healthy sexuality prevent unnecessary sexual setback from children.
- _____ 10. Religion is a forceful factor in your sexuality.

Health Attitude, Behavior and Family Health

I

Lesson

Your personal health attitude and behavior has something to do with your sexuality and sexual behavior. Your personal way of looking at your self constitutes the way you understand and appreciate your sexual self as who you are.

In this lesson, you will learn how to assess your personal health attitudes that may influence your sexual behavior. You will also deal with relating the importance of sexuality to family health.

At the end of this lesson you shall be able to identify some personal health attitudes that influence sexual behavior, assess the influence of personal health attitude to sexual behavior, and relate the sexuality or sexual behavior to family health.

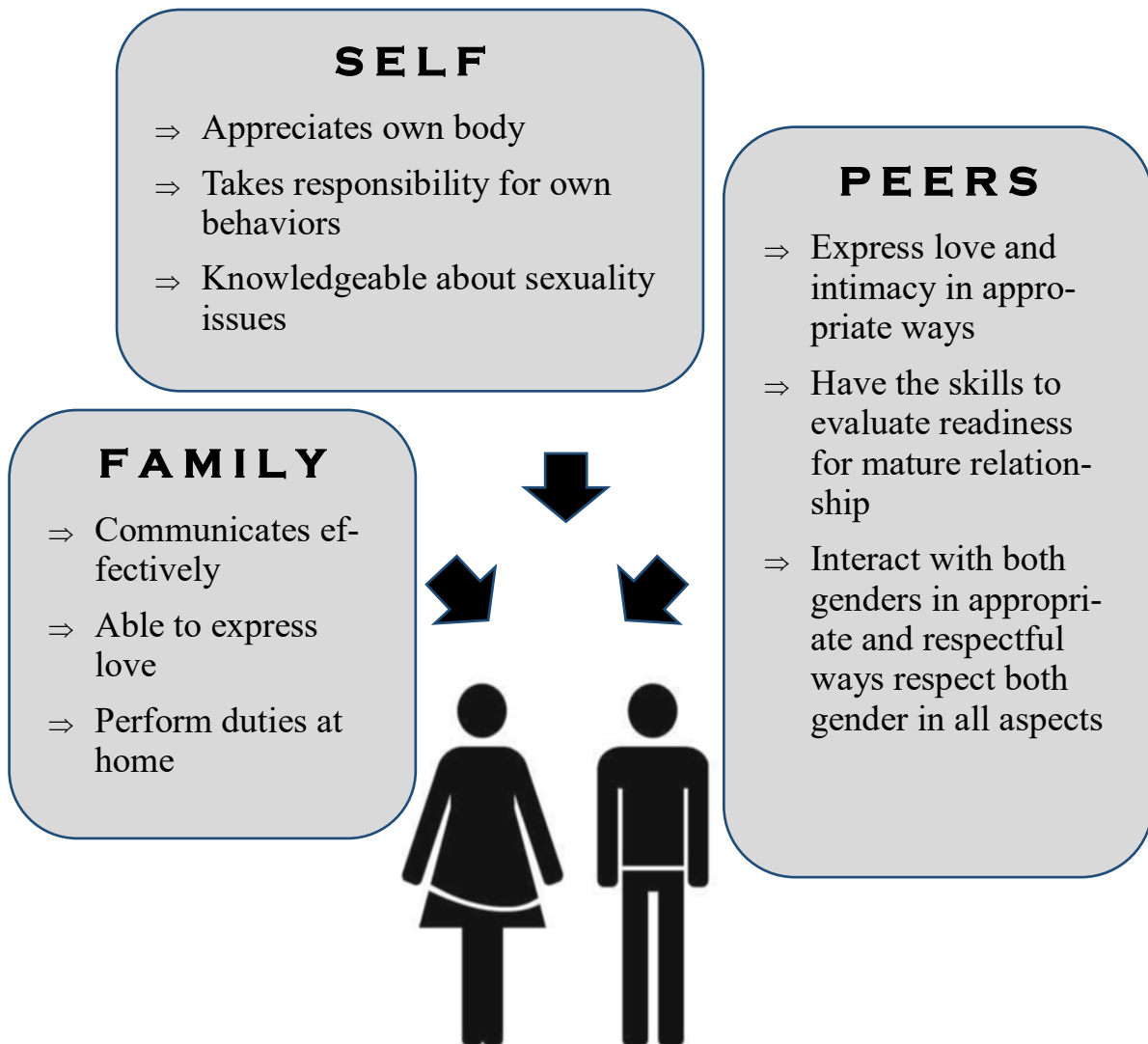
Study the figures below. How do you relate yourself. Write your answers in your notebook.



D

Human sexuality is comprised of a broad range of behavior and processes. It is how you expressed yourself and identity through your attitudes and behaviors.

Below is a diagram showing health attitudes that can influence sexual behavior. Which of these do you possess?



Healthy sexuality encompasses the following characteristics:

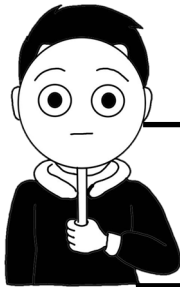
SELF-LOVE

- Acceptance of yourself



SELF-KNOWLEDGE

- Understanding of your feelings and character



SELF-CONFIDENCE

- awareness of the things that you can do well.



SELF-RESPECT

- regard for yourself as a worthwhile person.

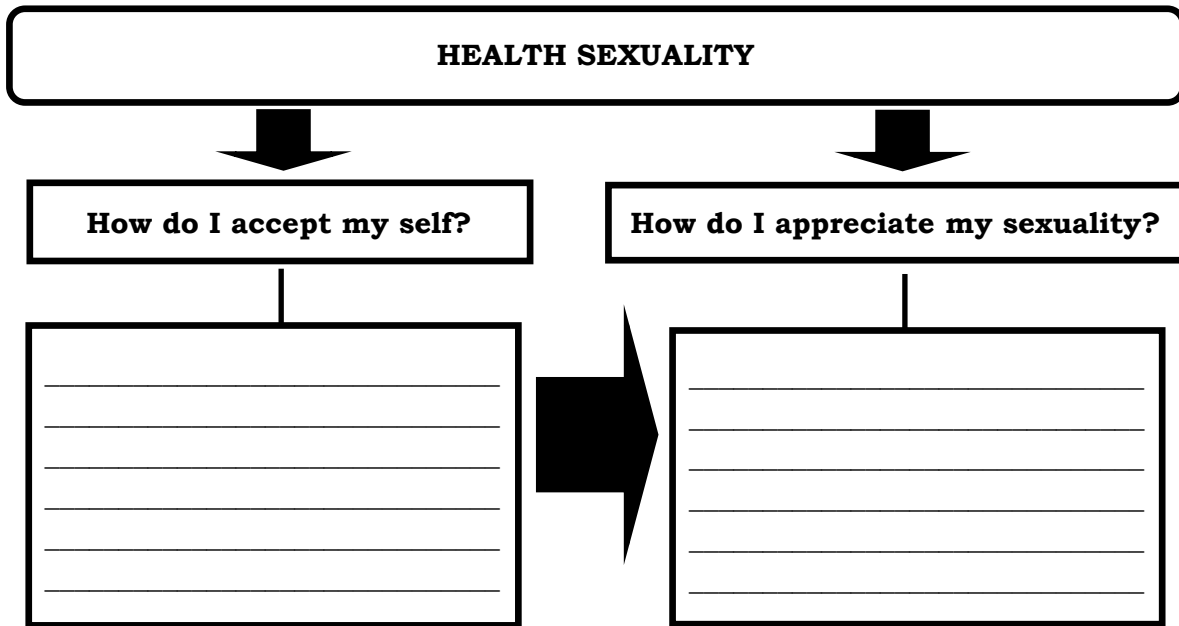


SELF-EXPRESSION

- showing your individuality in expressing yourself as a man or woman.



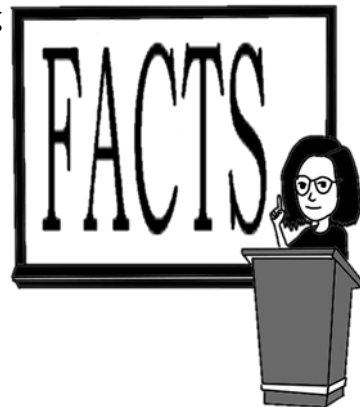
Learning Task 2: Answer and complete the flowchart using the guide below.



Sexuality and Family Health

Sexuality is diverse and personal. Discovering your sexuality can be a very liberating, exciting and positive experience. It can take time to figure out the sexuality that fits you best and your sexuality can change over time.

Sexuality is an important part of who you are. There is no right or wrong, it's about what's right for you. Sexuality is about your sexual feelings, thoughts, attractions and behaviors towards other people. You can find other people physically, sexually or emotionally attractive, and all those things are a part of your sexuality.



Sexuality education is more than the instruction of children and adolescents on anatomy and the physiology of biological sex and reproduction. It covers healthy sexual development, gender identity, interpersonal relationships, affection, sexual development, intimacy, and body image for all adolescents, including adolescents with disabilities, chronic health conditions, and other special needs.



Learning Task 3: Complete the following statements. Copy and write your answers in your notebook.

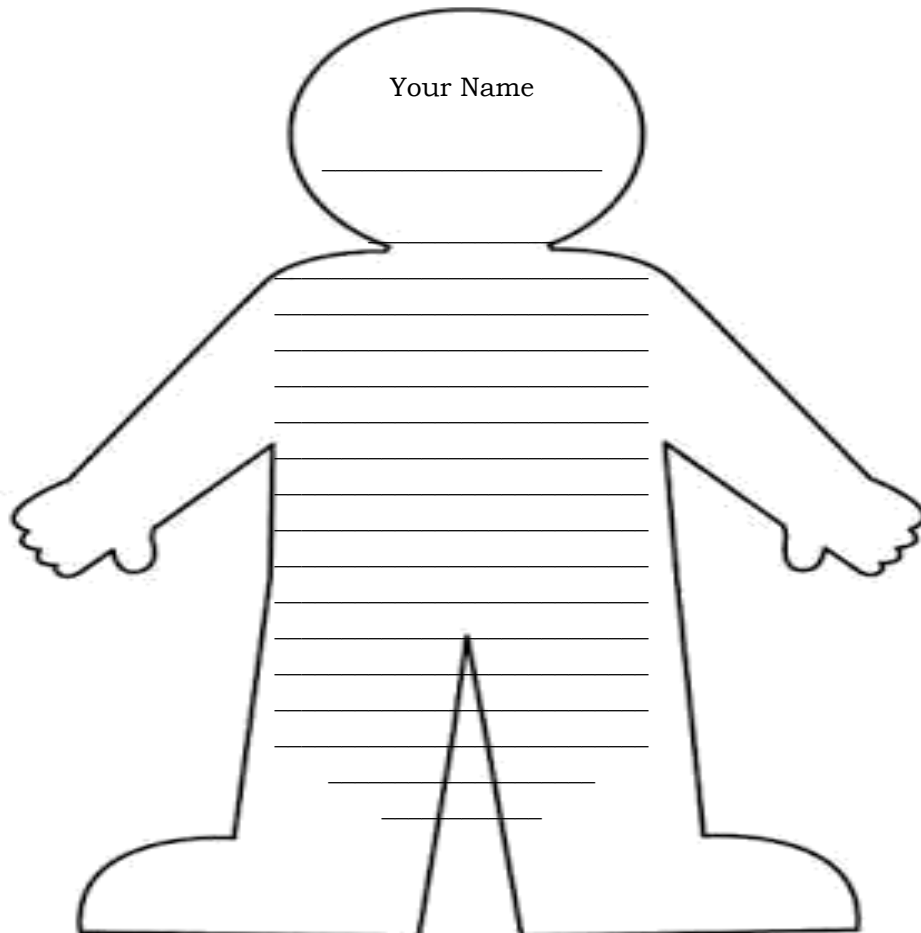
An animal, I would be _____.
A flower, I would be _____.
A tree, I would be _____.
A shoe, I would be _____.
A cartoon, I would be _____.
A food, I would be _____.
A song, I would be _____.
A tv show, I would be _____.
A movie, I would be _____.
A color, I would be _____.
A car, I would be _____.
A famous person, I would be _____.
A friend, I would be _____.
Why?

A teacher, I would be _____.
Why?






A parent, I would be _____.
Why?



Learning Task 4: Construct a description of yourself using the words the box.



Learning Task 5: Assess yourself how you can manifest the different characteristics encompassing your health sexuality. You can use the table below to organize your journal entry.

Characteristics	My Experience	Date
SELF-LOVE 		
SELF-KNOWLEDGE 		
SELF-CONFIDENCE 		
SELF-RESPECT 		
SELF-EXPRESSION 		



Learning Task 6: Supply the correct word to complete the statement. Write your answer in your notebook.

(1.)_____ encompasses the following characteristics: self-love, self-knowledge, self-confidence, self-respect and self-expression. Sexuality is diverse and (2.)_____. Healthy sexuality includes the capacity to (3.)_____ and (4.)_____ significant interpersonal relationships. Discovering your sexuality can be a very liberating, exciting and (5.)_____.

Self-love is (6.) _____ of yourself. Self-knowledge is understanding your feeling and (7.) _____. Self-confidence is the (8.)_____ of the things that you can do well. (9.) _____ is the regard for yourself as a worthwhile person. Self-expression is showing your (10.) _____ in expressing yourself as a man and woman.

Issues and Concerns of teenagers and Family Support

I

Lesson

As you grow older, you may encounter certain issues and concerns related to your sexuality. This is normal because the more you get into those issues and concerns the more you are able to appreciate sexuality and who you are as a person.

In this lesson, you will learn various issues and concerns of teenagers like you when it comes to sexuality. You will learn also how you can help yourself through the support of your family.

At the end of this lesson, you shall be able to identify the different issues/ concerns of teenagers (i.e., identity crisis) and the need for support and understanding of the family and determine the ways how to cope with this issues and concerns through the support of your family.

Study the gender & sexuality symbols Identify the gender and sexuality which the

1. _____	2. _____	3. _____	4. _____
5. _____	6. _____	7. _____	8. _____
9. _____	10. _____	11. _____	12. _____

D

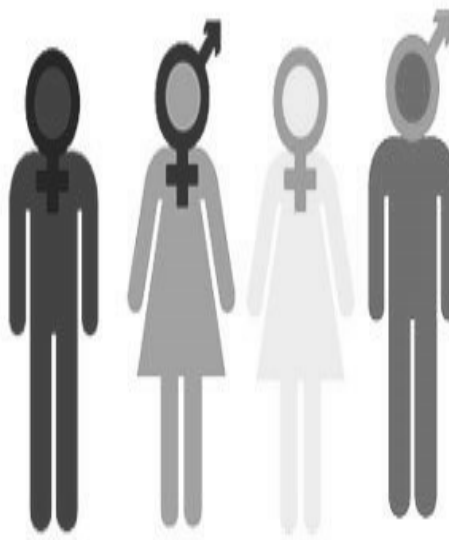
As you grow, you learn how to behave from those around you. In this socialization process, you are introduced to certain norms that are typically linked to your biological sex. But what if, you feel indifferent among these stereotypical norms in the society that you are living in? The next lesson will be focusing on different issues that teenagers like yourself face throughout your sexuality development.

Gender and Sexual Identity

Who Am I?

Gender Identity

refers to what it means to be male or female, which is linked to sexual expression, but also concerns broader issues of masculinity and femininity.



Sexual Identity

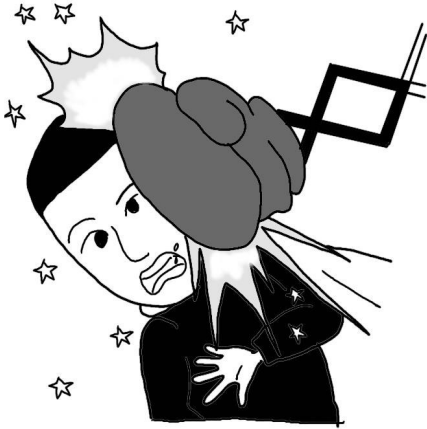
is a matter of forming an enduring recognition of the meaning of one's sexual feelings, attractions, and behavior. This often takes the form of labelling one's sexual orientation.

(Savin-Williams, 1998)

The question, "Who am I?" is especially pertinent during adolescence. Gender role socialization becomes very intense during your adolescence. In early adolescence, you are often ensured by your family (parents) to conform to social norms. Expectations about appropriate forms of identity expression for males and females are instilled in you.

Bullying and Sexual Harassment

Even if you've never been bullied or harassed, chances are you know someone who has. Harassment can be a big problem for kids and teens, especially when smartphones, online messaging, and social media sites make it easy for bullies to do their thing.



When bullying behavior involves unwanted sexual comments, suggestions, advances, or threats to another person, it's called **sexual harassment** or **sexual bullying**. Just like other kinds of bullying, sexual harassment can involve comments, gestures, actions, or attention that is intended to hurt, offend, or intimidate another person. With sexual harassment, the focus is on

things like a person's appearance, body parts, sexual orientation, or sexual activity.

Sexual harassment may be verbal (like making comments about someone), but it doesn't have to be spoken. Bullies may use technology to harass someone sexually (like sending inappropriate text messages, pictures, or videos). Sometimes sexual harassment can even get physical when someone tries to kiss or touch someone that does not want to be touched.

Sexual harassment doesn't just happen to girls. Boys can harass girls, but girls also can harass guys, guys may harass other guys, and girls may harass other girls. Sexual harassment isn't limited to people of the same age, either. Adults sometimes sexually harass young people (and, occasionally, teens may harass adults). But most of the time, when sexual harassment happens to teens, it's being done by people in the same age group.

What Behaviors Count?

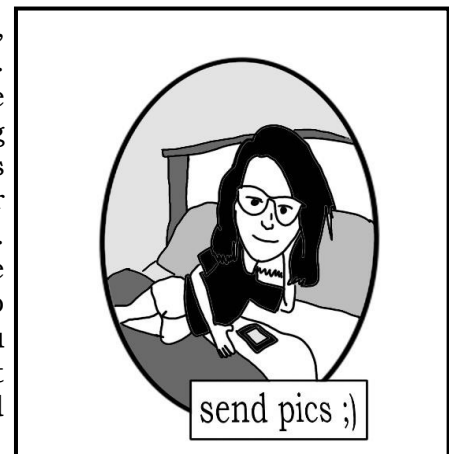
Some pictures, images, jokes, language, and contact are called "inappropriate" for a reason. **If a behavior or interaction makes you uncomfortable or upset, talk to a trusted adult.** It may fall into the sexual harassment or bullying category.



Sexual harassment or **bullying** can include:

- making sexual jokes, comments, or gestures to or about someone
- spreading sexual rumors (in person, by text, or online)
- writing sexual messages about people on bathroom stalls or in other public places
- showing someone inappropriate sexual pictures or videos
- asking someone to send you naked pictures of herself or himself ("nudes")
- posting sexual comments, pictures, or videos on social networks like Facebook, or sending explicit text messages
- making sexual comments or offers while pretending to be someone else online
- touching, grabbing, or pinching someone in a deliberately sexual way
- pulling at someone's clothing and brushing up against them in a purposefully sexual way
- asking someone to go out over and over again, even after the person has said no

Sending sexual messages or images by text, or "sexting," is not a good idea for many reasons. Sexting can lead to problems for you and the person getting the text, even when you are dating or in a relationship with that person. In some cases these messages can be considered harassment or bullying and can bring very serious consequences. Also, messages or images you intend to be private can get into the wrong hands and be used to embarrass, intimidate, or humiliate. Even if you send someone's picture just to one other person, it can be forwarded to many other people or posted online for the world to see.



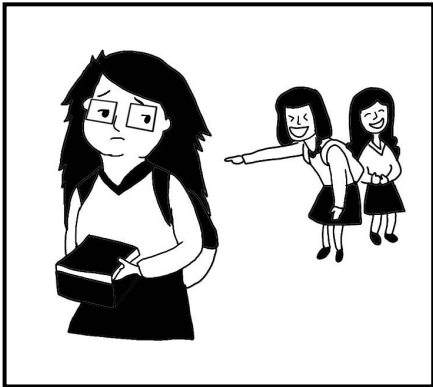
How to Handle


If you think you're being harassed, don't blame yourself. People who harass or bully can be very manipulative. They are often good at blaming the other person — and even at making victims blame themselves. But no one has the right to sexually harass or bully anyone else, no matter what. **There is no such thing as "asking for it."**

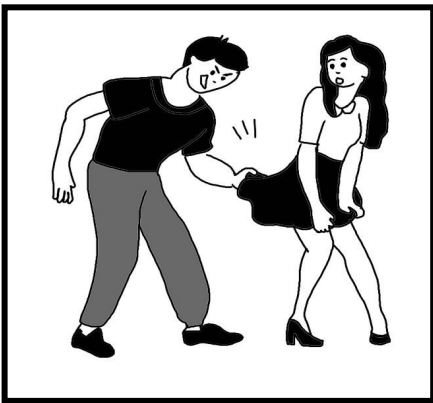
There's no single "right" way to respond to sexual harassment. Each situation is unique. It often can be helpful to start by telling the person doing the harassing to stop. Let him or her know that this behavior is not OK with you. Sometimes that will be enough, but not always. The harasser may not stop. He or she might even laugh off your request, tease you, or bother you more.


That's why it's important to share what's happening with an adult you trust. Is there a parent, relative, coach, or teacher you can talk to?

Learning Task 2: Determine what you can do in these scenarios.



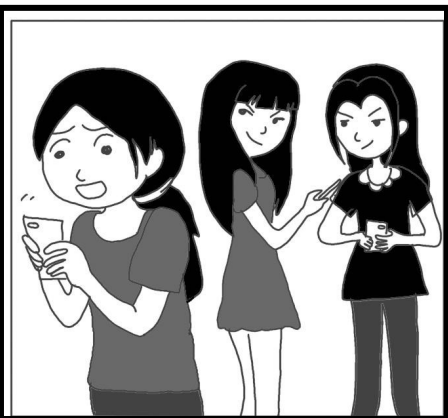
What I have to do... 




What I have to do... 



What I have to do... 



What I have to do... 

Pre-marital sex and Early Pregnancy



Adolescence is a period of life characterized by dramatic changes in biological processes, as well as physical and social contexts. Young boys and girls as they go into their adolescent stage infrequently think of the future. They do not have the ability to consider what the effects of their action are. As teenagers, there are points in life which they are not yet of much understanding as the old ones.

Teenagers are vulnerable population to engage pre-marital sex. Some engaged in this act in a casual way and think its effect after they have committed such activity. Pre-marital sex usually leads to early pregnancy, thus, early responsibility and parenting.

Pre-marital sex and **teenage pregnancies** do happen not only in the foreign countries but as well as here in the Philippines. According to Ong (2009), there were 3.6 million teenage mothers during that year and 1 out of 4 Filipinos aged 15-24 engage in pre-marital sex (UP Population Institute).

Factors That Leads to Pre-marital Sex (Wong, M. et al., 2012)

- Lacking of confidence to resist peer pressure or influence by friends
- Sensitivity that their friends had engaged in sex
- Open-mindedness regarding premarital sex
- Involvement in gang activities
- Drinking of alcoholic beverages
- Smoking of prohibited drugs
- Living in low-cost housing or poor housing condition
- Previous sexual abuse experience
- Viewing of pornographic films/videos
- Dropping out of school or no longer studying
- Lack of sex education
- Dysfunctional family



Learning Task 3: Respond to the following statements based on your beliefs and values about sex and abstinence. Write your answer in your notebook.

POINTS TO PONDER:

1. The values I hold strong, including how I was brought up and my personal and/or spiritual beliefs, are leading me to choose / not choose abstinence, and this is why:

2. I believe that having sex with someone will / will not make me feel good about myself, and this is why:

3. Knowing that abstinence is the only 100% sure way to prevent pregnancy and protect myself from an STD makes me want / not want to choose abstinence, and this is why:

4. Knowing what I want for my future makes me want / not want to choose abstinence, and this is

5. This is how I feel about abstinence now:



Learning Task 4: In your activity notebook, copy the table as shown. List your top five (5) issues concerning sexuality. Give a brief explanation of your answer. Do this in your notebook.

Sexuality Issue	What I <u>K</u>now	What I <u>L</u>earned	How I Will <u>A</u>pply (the concept/skill learned)
1.			
2.			
3.			
4.			
5.			

Learning Task 5: Read the statement carefully. Identify what is being asked in the statement.

- _____ 1. It refers to what it means to be male or female, which is linked to sexual expression, but also concerns broader issues of masculinity and femininity.
- _____ 2. It is a matter of forming an enduring recognition of the meaning of one's sexual feelings, attractions, and behavior. This often takes the form of labelling one's sexual orientation.
- _____ 3. It doesn't just happen to girls. Boys can harass girls, but girls also can harass guys, guys may harass other guys, and girls may harass other girls.
- _____ 4. It is a period of life characterized by dramatic changes in biological processes, as well as physical and social contexts.
- _____ 5. It usually leads to early pregnancy, thus, early responsibility and parenting.

Decision-Making Skills in Managing Sexuality

I

Lesson

After learning much about gender and sexuality in the previous lesson, it is important that you know how to handle your sexuality and the issues and concerns related to gender and sexuality by knowing how to make good decisions about them.

In this lesson, you will learn the ways and means in making good decision related to your gender and sexuality. The module will give you important steps to consider in decision-making.

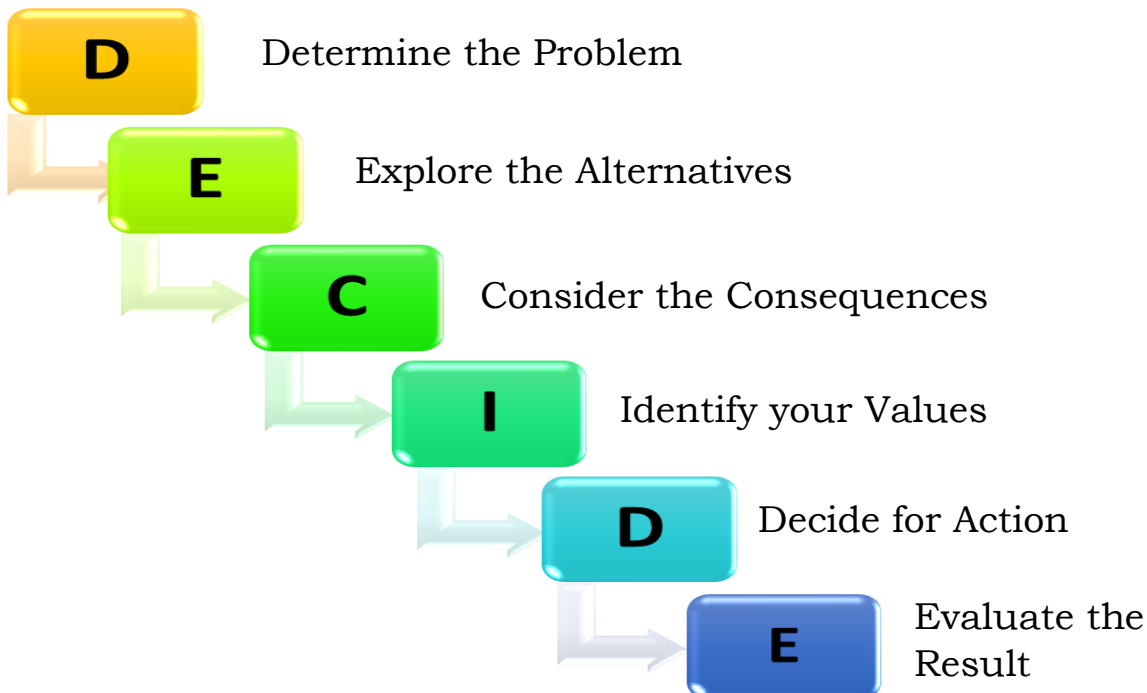
At the end of this module, you shall be able to identify steps in doing decisions related to gender and sexuality and apply decision-making skills in managing your sexuality.

Good Decision-making Skills

A **decision** is a choice you make or act upon. A **good decision** is a decision in which you have carefully considered the outcome of each choice. To accept personal responsibility is to accept how your decisions may affect you and other people.

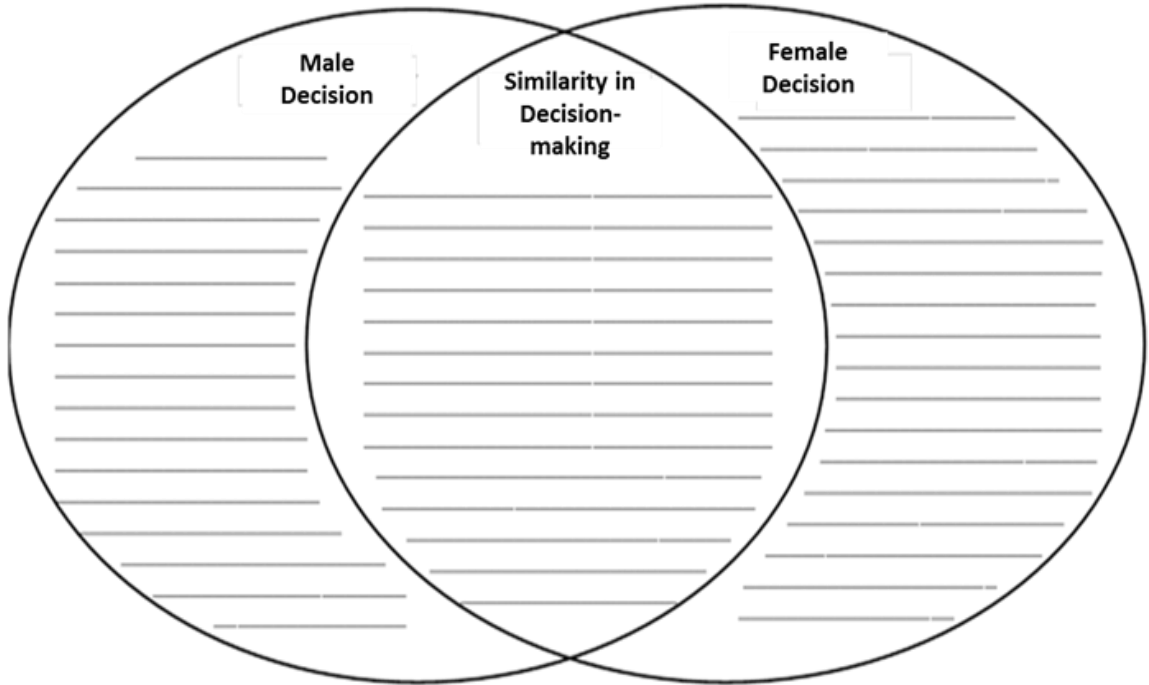
Decision-making skills will help you make decisions based on your needs and desires. At the same time, it helps you to resist peer pressure. Decision making skills must be practiced and exercised in resolving issues and concerns about sexuality.

Take a look at the illustration below. This will guide you in enhancing your decision-making skills.



D

Learning Task 1: Complete the Venn Diagram. Copy & answer this in your notebook.



Robert Frost wrote, “*Two roads diverged in a wood, and I—I took the one less traveled by, and that has made all the difference.*” But unfortunately, not every decision is as simple as “*Let’s just take this path and see where it goes*” especially when you’re making life choices.

Use these decision-making process steps **DECIDE** to help you make good decision and be able to better prevent hasty life choices.

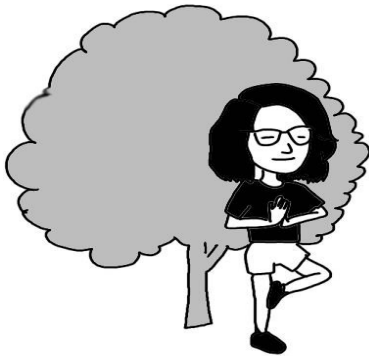
PROBLEM



To make a decision, you must first identify the problem you need to solve or the question you need to answer. If you misidentify the problem to solve, or if the problem you’ve chosen is too broad, you’ll knock the decision train off the track before it even leaves the station.

Identify possible solutions to your problem. There is usually more than one option to consider when trying to meet a decision in life.

Weigh the evidence for or against said alternatives. Identify potential pitfalls for each of your alternatives, and weigh those against the possible outcome.



Identify your values. Were the alternatives or solutions to your problem matched your beliefs in life? When the things that you do and the way you behave match your values, life is usually good – you're satisfied and content. But when these don't align with your personal values, that's when things feel wrong.

After considering all the previous steps, you are now ready to decide on what decisions to make. Once you've made your decision, act on it to make your decision tangible and achievable.



After a predetermined amount of time - which you defined in step one of the decision-making process - take an honest look back at your decision. Did you solve the problem? Did you answer the question? Did you meet your goals? Did you made a good decision?



The life skills that are mentioned below will give you the tools to deal with problems both big and small.



Assessing Your Health

- Evaluating your well-being periodically. Figure out what you can do to improve your health if it is not as good as it can be.

Making Good Decisions

- Making choices that are healthy and responsible. You must have the courage to make difficult decisions and stick to them.

Communicating Effectively

- Express your feelings in a healthy way. If you listen to what people say, they will want to listen to you as well.

Practicing Wellness

- This can be accomplished through information about good sexuality.

Setting Goals

- Aiming for something that will give you a sense of accomplishment. Just be sure to be realistic with your target goal.

Using Refusal Skills

- A way to say no to something that you don't want to do. You must feel strongly about what things you want to avoid.

Evaluating Media Messages

- Being able to judge the worth of media messages. It is a big challenge knowing that most media messages are very convincing.

Your decisions related to your sexual behaviours affect yourself and other now or later in your life. These sexual behaviours may be toward yourself, your family, your friends, or other people.

Thus, what you choose to do, and how you behave, should be guided by family, social and spiritual standards, and should be based on decision-making steps or procedures.



Learning Task 2: Arrange the following by writing numbers 1-21 in the box. Indicate 1 as the most worthy to you and 2 as the least worthy to you. Do this in your notebook.

Making it on my Own	Having a romantic relationship	Making a lot of Money
Living according to my religious beliefs	Getting an education	Getting along with my family
Staying out of trouble	Having a friend I always count on	Having a job I really like
Being in good physical condition	Doing something that makes a difference in my community	Having time alone with myself
Being in style	Having fun	Being successful
Having others look up to me	Having sex with someone I love	Going out and partying with friends
Becoming famous	Having my own children and family	Accepting myself



Learning Task 3: Read the statement carefully. Identify what is being asked in the statement. Use your notebook to write your answer.

- _____ 1. It refers to evaluating your well-being periodically, that is, figuring out what you can do to improve your health if it is not as good as it can be.
- _____ 2. It is making choices that are healthy and responsible, that is, you have the courage to make difficult decisions and stick to them.
- _____ 3. It is done by accomplishing information about good sexuality.
- _____ 4. It is a a way to say no to something that will give you a sense of accomplishment.
- _____ 5. It refers to being able to judge the worth of media messages.



Answer Key

MODULE 1:
 1 A
 2 C
 3 A
 4 D
 5 B

MODULE 2:
 1 F
 2 T
 3 T
 4 F
 5 T
 6 T
 7 F
 8 T
 9 T
 10 T

MODULE 3:
 1 health sexuality
 2 personal
 3 promote
 4 preserve
 5 positive experience
 6 acceptance
 7 character
 8 awareness
 9 self-respect
 10. individuality

MODULE 4:
 1 male
 2 female
 3 heterosexual
 4 transgender
 5 gay
 6 lesbian
 7 bisexual
 8 bisexual
 9 gay
 10 lesbian
 11 Transgender
 12 asexual
 1 gender identity
 2 sexual identity
 3 sexual harassment
 4 adolescence
 5 pre-marital sex

MODULE 5:
 1 assessing your health
 2 making good decisions
 3 practicing wellness
 4 using refusal skills
 5 evaluating media messages



References

American Psychological Association. (2012). Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients. *American Psychologist*, 67(1), 10–42. doi: 10.1037/a0024659

Learner's Module in Physical Education and Health

Teacher's Guide in Physical Education and Health

PAG-AARI NG PAMAHALAAN
HINDI IPINAGBIBILI

Para sa mga katanungan o puna, sumulat o tumawag sa:

Department of Education Region 4A CALABARZON

Office Address: Gate 2 Karangalan Village, Cainta Rizal

Landline: 02-8682-5773 local 420/421

Email Address: lrmd.calabarzon@deped.gov.ph

